Unesco Chronicle

A monthly report from Unesco House

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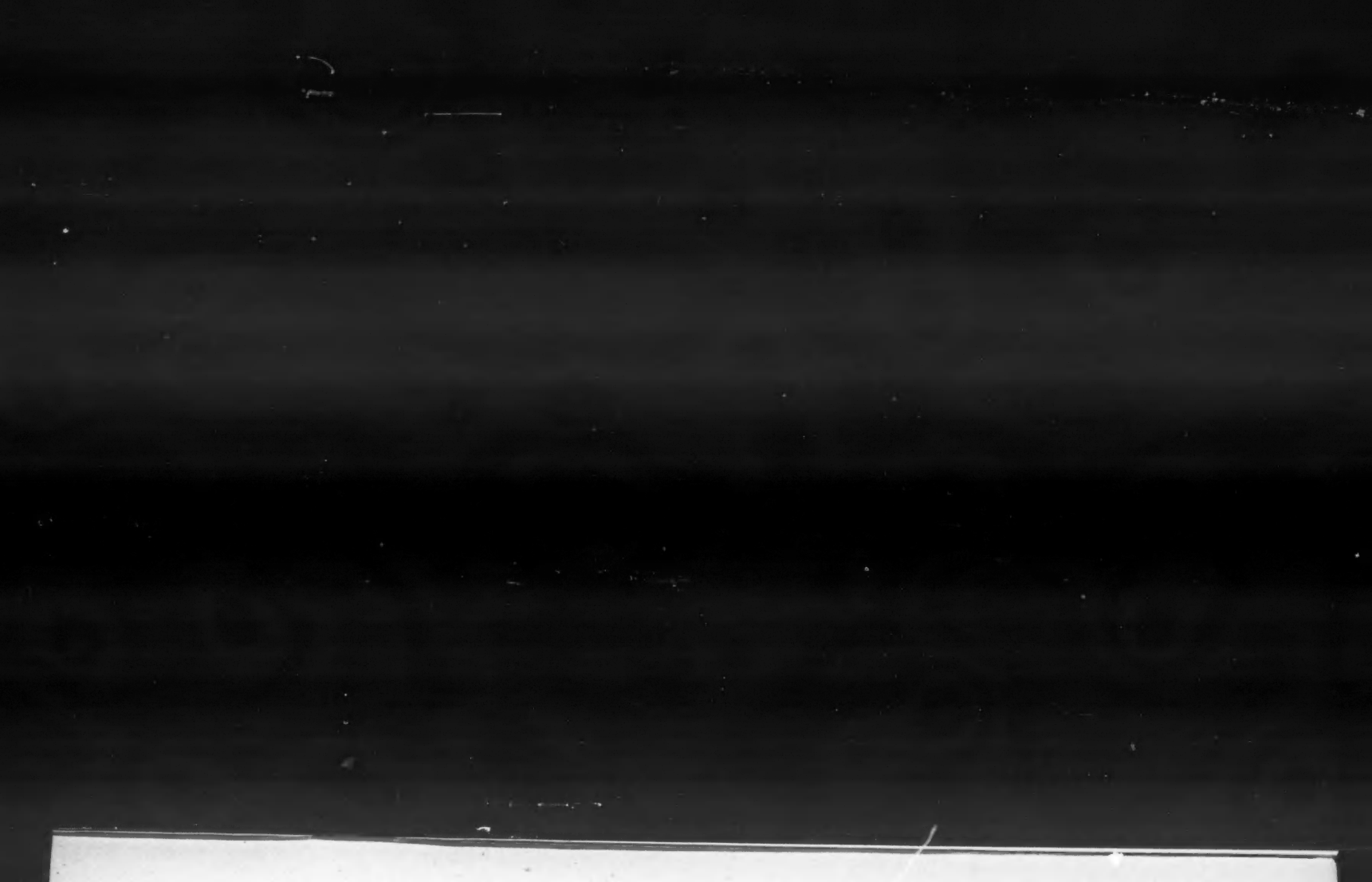

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The Financing of Education

PEDRO ROSSELLO
Assistant Director, International Bureau of Education

Of all the problems encountered by the public authorities concerned with the extension and improvement of education, the financial problem is by far the most pressing. It arises, at present, in every region of the world. For one thing, governments of countries that are not yet equipped with really effective systems of compulsory primary education have to find the resources with which to build enough schools and pay a sufficient number of teachers. In other countries the growth of the school-age population and the need to develop technical education further, as well as to extend secondary and higher education to an ever-increasing number of students, calls for a continuing increase in education budgets.

For this reason, it is impossible to over-emphasize the interest, for authorities and educators, of the recommendations which were unanimously adopted by the Eighteenth International Conference on Public Education. This Conference, which was jointly convened at Geneva by Unesco and the International Bureau of Education and was attended by the official representatives of sixty-five Ministries of Education, devoted a considerable proportion of its work to a study of the problems involved in the financing of education.

The delegates taking part in the Conference agreed on the following principles:

1. It must be expected that expenditure on education will progressively increase, having regard to the quantitative expansion of education at all levels and the increasing cost of constructing and equipping school buildings, paying the teachers' salaries and conducting school welfare activities.
2. Increases in public education budgets have in many cases been largely offset by inflation.
3. Experience shows that well developed systems of education have promoted economic, social and human progress in countries where such systems exist; this offers a forceful economic argument for further increases in the funds for education.
4. Since peace is a source of wealth, whereas war is a source of destruction and non-productive expenditure, it is desirable to devote to education a portion of the funds now devoted to armaments.

PRIORITY NATURE OF EDUCATIONAL EXPENDITURE

These four basic principles underlie all the conclusions at which the Conference arrived. Firstly, education should be given, at all times, a leading place among the financial responsibilities borne by the public authorities; it is a self-evident proposition that 'the creation of new services or the development of already existing services should not involve a reduction in other essential educational services'. This leading place in financing to which education may justly lay claim, 'should go hand-in-hand with the utmost care by the education services to make the best use of the funds placed at their disposal through the sacrifices agreed upon by the community'. It also involves the establishment, in each country, of a commission of inquiry composed of representatives of the competent educational and financial authorities, and of the persons benefiting from education. It should be a principal duty of this body, in the light of quantitative and qualitative changes in education and changes in national income and tax revenues, to estimate future needs and to determine which types of education urgently need increased financial support.

Since the Conference was held on a world-wide basis, it could not opt in favour of any given system of financing education; that is a question dependent upon each country's administrative structure, which in turn is the result of geographical, historical, political, economic, social and other circumstances. It was bound, however, to recommend—as it did—that endeavours should be made 'to eliminate all duplication of effort' and 'to simplify, without prejudice to efficiency, the distribution of financial responsibility among the central (federal) authorities, the regional authorities ... and the local authorities'. It was specified that, where assistance was furnished to local authorities, the sums should be higher or lower according to the communities' economic or tax-paying ability.

But, whatever financing system was in force, excessive bureaucracy should be combated: 'the financial control exercised by the several public authorities ... should be rationalized and simplified as fully as possible, and should never be allowed to impede the operation, efficiency and development of educational work'.

TOWARDS EQUALITY OF COMMITMENT IN PRIMARY, SECONDARY AND VOCATIONAL EDUCATION

The Conference made a point of drawing the attention of public authorities to the increasingly heavy responsibilities which they would be called upon to bear in all fields. Education authorities should ponder deeply the delegates' warning as to the growing movement towards equality of access to secondary education: 'all the evidence seems to indicate the secondary enrolments will

reach the level of primary enrolments, by a date varying from country to country'.

The same applies to the financing of vocational education, which, because of the high cost of the equipment required, is destined to become one of the highest charges in the education budget. The Conference recommended that advantage be taken of the fairly elastic structure of this type of education to envisage, while there was yet time (a) co-ordination of this structure with that of primary, secondary and higher education; (b) efficient planning of the financing of technical and vocational education by the central (federal), regional and local authorities; and (c) co-ordination of the financing effected by Ministries of Education on the one hand and by non-educational Ministries and services on the other (Labour, Interior, National Defence, etc.).

The inquiry carried out by the International Bureau of Education into the financing of education in 54 countries[1] shows that the main items of expenditure are salaries (operating expenses) and school buildings and equipment (investment expenditure). At the same time, 'the necessity of ensuring teachers living conditions worthy of their mission, and the increased need for teachers at all levels of education, will necessarily accentuate the increase of operational costs'. And the experts assembled at Geneva add: 'Delay in considering the whole problem of increasing expenditures on the recruitment and salaries of teachers will merely retard and impede the solution of that problem'.

Equally urgent are measures designed to cope both with the shortage of premises—due to the increase of enrolments at all levels and to new educational, hygienic and technical requirements—and with the problems created by the steadily rising cost of materials and labour. The Conference accordingly recommended: the rationalization of school building programmes; appeals and loans to implement those programmes; and appeals for assistance in money or kind from private sources.

HOW TO OBTAIN THE NECESSARY FUNDS?

While, in most countries, funds for financing education derive from general income, certain countries have recourse to special taxes (on property, sales, tobacco, liquors, etc.), and the results of this latter method seem to give every satisfaction. While the Conference was not called upon to pronounce in favour of one system or the other, it considered that it should record their existence. It also emphasized the value of drawing up plans for financing education, the term of which exceeded that of the financial year (five-year plans, for example), and of resorting to loans for the financing of capital expenditures (school building, equipment, etc.). This system permits the financial charges to be spread over a number of years and enables the coming

1. See *Financing of Education*, Unesco/IBE, Paris/Geneva, 1955.

generations to share in paying for improvements from which they will benefit.

The problem of financing education through private initiative has two aspects, according to whether it is a question of aid supplied by private initiative to the State, or of aid furnished by the State to private educational enterprise.

In the first case, we have: (a) the requirement, in certain countries, that substantial commercial, industrial, mining and agricultural undertakings should assist with the financing of compulsory education from their own resources, where those undertakings operate in areas lacking in schools; (b) assistance (financial or otherwise) in the implementation of certain educational programmes, which is provided by their immediate beneficiaries (the press and publishers, as regards literacy campaigns and adult education; industrial undertakings, as regards the promotion of technical and vocational education, etc.); and (c) bequests and gifts from private sources, for such purposes as school building, scholarships, and the establishment of endowments for research.

Secondly, with regard to assistance furnished by the public authorities to private educational enterprise, the Conference recalled that 'without prejudice to the rightful independence of a private service, independent educational establishments receiving public aid may reasonably be asked to give certain minimum guarantees in respect of the standard of their buildings, equipment, materials, and teachers' qualifications and salaries'. Moreover, 'the various steps taken to assist independent educational establishments should be co-ordinated, whether such steps take the form of grants and subsidies, free equipment and materials, teachers seconded from the public service, free provision of school materials, medical attention, transport of pupils or public provision of welfare services, etc.'.

FROM NATIONAL ISOLATION TO WORLD-WIDE CO-OPERATION

The Conference noted with satisfaction that national isolation in regard to educational matters was now almost a thing of the past, thanks to the scholarships offered by international and national bodies to the citizens of all nations, and the aid given from external sources to educational establishments in certain countries. It would, however, be necessary to expand all this aid yet further, either by increasing the proportion which is to be given to education in the United Nations Technical Assistance Programme, or possibly by creating an international fund for education.

For financing such projects as school building, literacy and fundamental education campaigns, aid from foreign, international or national sources can perhaps most usefully be offered in the form of loans or subsidies. It is equally valuable, however, for the countries concerned to receive other forms of aid, whether technical (the dispatch of experts on missions, the

seconding of teachers, the organizing of conferences and seminars, the granting of scholarships and fellowships, etc.) or supplied in kind (school equipment and materials, scientific and other books, food for school meals services, etc.). It is in this manner that Unesco, so far as its financial means permit, helps its Member States, at their request, by sending them experts to assist in the planning and application of primary, secondary, technical and higher educational curricula, in the training of teachers, and in the improvement of syllabuses, teaching methods and school textbooks. The organization also provides study grants and fellowships abroad for educators who cannot obtain the requisite training in their own countries.

At first sight, it might be thought that the Geneva Conference's recommendations on so prosaic a subject as the financing of education were of interest only to education authorities. Let us hope that this short article will help those who are indifferent to realize that the implementation of the measures suggested is of direct interest to every educator and, perhaps, to every citizen.

Ethnography and the Cinema

ENRICO FULCHIGNONI
Department of Mass Communication

The cinema has broadened man's horizon considerably. At a time when the era of territorial discovery was drawing to a close, the progress made in the cinema revolutionized the very concept of 'space' and made it possible for the average man to acquaint himself with regions which were formerly inaccessible.

Exploration has never been regarded as a purely personal undertaking; the explorer has always been guided by the interests of a community. It was therefore very important that he should be able, on his return from an expedition, to communicate the results of his investigations. Yet a verbal or written account of his travels frequently proved to be inadequate; no form of words—except perhaps some stale, hackneyed formula—existed for an explanation of the new facts discovered, the new sights seen. Only a picture could enable people to grasp things with which they were unfamiliar, and satisfy their increasing thirst for detail.

Thus the explorer did his best to bring back pictures. At first, these were original drawings, reproduced in the form of engravings or lithographs. Such drawings, which were sometimes of real artistic merit, steadily gained in scientific value owing to constant improvement in reproduction techniques. However, photography slowly but surely replaced this type of documentation. The last stage was the cinema, which has the double advantage of making observation more detailed and presenting the public with an eye witness account of the efforts and achievements of the traveller or explorer.

THE PICTURE REPLACES THE WRITTEN WORD

At the present time, travel films comprise, on the one hand, scientific production and, on the other, documentaries intended for the layman. This distinction, however, especially in the case of films made in the course of one expedition, is less sharp than might be imagined; it is the use to which the films are put, later on, that divides them into categories. Sometimes they are mere 'moving snapshots', filmed as the occasion arises; at other times, the film is a serious contribution to the study of a given ethnographical problem. The producer may be a scientist who has gone into the field in search of new material, or an explorer of the classical type—although, as the unexplored areas of the globe become fewer and fewer, the explorer

tends more and more towards the scientific approach. The ethnographical film—by virtue of its realism, dynamism, continuity, ubiquity, diversity and selectiveness—contributes to the development of the human sciences and permits of enormous progress, inconceivable 50 years ago, in study and research. Yet such a film is no mere record, destined simply to perpetuate observations or authenticate discoveries; it has, in addition, considerable educational value.

The vast strides taken by the picture—and especially by the moving picture—have brought into being a directly visual type of culture. Although the man-in-the-street may not nowadays have read more than a dozen books between the time he left school and the time he reaches 40, he has certainly seen more than 300 films, even if he visits a cinema only once a month. And if he knows—as Epstein has remarked—anything about the existence of Father de Foucauld, the customs of the Eskimoes or the marriage ceremonies of nomadic Berber tribes, he has acquired this knowledge, not by reading abstract words arranged in accordance with logical syntax, but through the cinema, through a series of simply juxtaposed pictures which, while bringing his intuition into play, give him a more exact and synthetic image of reality.

After reading a book or listening to a lecture on Father de Foucauld, one remembers for a while a name, a date, an itinerary or a quotation; but a film on the same subject supplies an unforgettable picture of a hermit's dwelling lost in the wastes of sand, a gaunt, inspired face and a feverish, saintly expression. It would be easy to adduce further examples, showing to what extent, within the framework of the average man's general culture, the picture tends to replace the written or spoken word—thanks mainly to the cinema. In this context, the word 'culture' means, of course, not the erudition which small, specialized groups acquire as a result of long study, but the stock of heterogeneous knowledge which each mind assimilates almost unconsciously through the exercise of the simplest faculties, and which gives each epoch its special character.

AN INTERNATIONAL COLLECTION OF ETHNOGRAPHICAL FILMS

Unesco has not failed to take an interest in these matters. It is generally agreed that the film is a working document of great value to ethnographers and ethnologists. The International Union of Anthropological and Ethnological Sciences accordingly set up an Ethnographical Film Committee, with the task of assembling the fullest possible documentation on films produced so far. The Committee began by examining French films: during the period 1952-54, 106 of these films were shown and analysed. The results of this inquiry are contained in the catalogue published in the series *Reports and*

Papers on Mass Communication,[1] Clearing House, Department of Mass Communication, Unesco. The verdict delivered on each film is based strictly on its ethnographical value, all other criteria being excluded. Films are regarded as being of ethnographical interest when they are made in a spirit of complete objectivity and constitute documents which could be used by experts in the same way as information collected in the field in the course of an investigation. Although most of the films catalogued were not made with any scientific aim in view, many of them, despite their fragmentary nature, are of clear documentary value. A second catalogue, to be published shortly, will include ethnographical films made by British, American, Swiss and other specialists.

Thus, aided by Unesco, the Committee is continuing its work of establishing an international catalogue intended to serve not only research and education, but also mass communication; for newsreels and television programmes devote an ever-increasing amount of attention to the customs, beliefs and daily lives of unknown or little known peoples. At the beginning of cinema history, Lumière, Gaumont and Pathé cameramen had already realized the interest of 'picture-hunting' in the most 'mysterious' parts of the globe; and exoticism in the cinema dates back to those pioneers. They, however, were more interested in what was picturesque and sensational than in strict scientific truth. Nowadays, the producers of ethnological films are not usually led astray by the more brilliant aspects of people and things, which they know to be frequently false; they therefore do all they can, by means of the picture, to turn curiosity into understanding and understanding into brotherhood.

1. *Reports and Papers on Mass Communication*, No. 15, *Catalogue des films ethnographiques français*, Clearing House, Department of Mass Communication.

N E W S I T E M S

Member States

PERMANENT DELEGATIONS TO UNESCO

Argentina. **In a letter of 13 February, the Director-General was informed that Mr. Lucio Alberto Saturnino Garcia del Solar had been appointed as adviser to the Permanent Delegation of the Argentine Republic to Unesco.**

RATIFICATION OF INTERNATIONAL CONVENTIONS

The International Convention for the Protection of Cultural Property in the Event of Armed Conflict was ratified on 9 February by the Republic of San Marino, on 10 February by the Union of Burma, and on 13 February by Yugoslavia.

National Commissions

Belgium. **At its meeting of 23 January last, the National Commission for Unesco concentrated mainly on the proposals made by the International Association of Plastic Arts concerning, on the one hand, the international circulation of works of art and, on the other, the possibility of admitting artists to museums free of charge. The Commission also discussed the possible organization of an international symposium on the relations between East and West and on the problems of humanism, which would take place in Brussels in connexion with the World Exhibition of 1958. Finally, the Commission dealt with preparations for a national seminar on tele-clubs.**

Ecuador. **Mr. José Ruben Vivanco Egas has been appointed Secretary to the National Commission for Unesco; he will also act as Secretary for International Affairs at the Ministry of Education.**

India. **The second Conference of the National Commission for Unesco was held on 6 and 7 February in New Delhi under the chairmanship of Maulana Azad and in the presence of Mr. Malcolm S. Adiseshiah, Assistant Director-General of Unesco. The Commission passed a number of resolutions, e.g. on the 'global' character of Unesco, the decentralization of the Organization's**

activities, the plan for an international fund for the development of education, peaceful coexistence, and the work of Unesco's Scientific Co-operation Office in New Delhi.

Two further schools have joined the six Indian secondary schools which for several months have been participating in the Unesco Scheme of Co-ordinated Experimental Activities in Education for International Understanding and Co-operation. Under this scheme, which applies to some fifty schools in 20 different countries, Unesco facilitates the establishment of relations between the schools concerned and provides them with such documentation and teaching material as they may require.

Israel. Certain changes were recently made in the composition and statutes of the National Commission for Unesco. In order to satisfy a demand from many organizations wishing to take a fuller part in the Commission's activities, membership of the Commission has been increased from 41 to 50. It now consists of 12 government representatives and 38 representatives of bodies specializing in the following fields: education, natural sciences, social sciences, cultural activities and mass communication.

Japan. The travelling exhibition '2,000 Years of Chinese Painting', which Unesco has placed at the disposal of the National Commission, was recently opened in Tokyo in the presence of the Minister of Education and over 500 guests. The exhibition will tour the larger Japanese cities in the course of the next few months.

Sweden. A conference on international civil services (mainly those of the United Nations and the Specialized Agencies) was held at Sigtuna on 11 and 12 February, under the auspices of the Swedish University Students' UN Association, the Swedish UN Association, and the National Commission for Unesco. Some 40 university students took part.

United States of America. Seven appointments were recently made to the National Commission for Unesco; among the new members are Senators John J. Sparkman and Leverett Saltonstall, who are to represent the Federal Government on the Commission.

In co-operation with the Israeli National Commission, the United States National Commission has organized a travelling scientific exhibition of research work carried out in Israel since 1948. The exhibition was inaugurated last December in Atlanta, in conjunction with a meeting of the American Association for the Advancement of Science. Its main themes are the use of solar and atomic energy, locust control, and irrigation development.

Secretariat

HEADQUARTERS SERVICES

DIRECTORATE-GENERAL

On 9 and 13 February respectively, the Director-General received Mr. Angelo Donati, Minister of the Republic of San Marino, and H.E. Mr. Alex Bebler, Ambassador of Yugoslavia, who had come to deposit with him, on behalf of their respective governments, the instruments of ratification of the Convention for the Protection of Cultural Property in the Event of Armed Conflict.

On 17 February, Mr. Luther H. Evans spoke at the opening meeting of the round table on Legal Aspects of Peaceful Co-operation, organized at Unesco House by the International Association of Legal Science.

STAFF APPOINTMENTS

Office of the Director-General. Mr. Murray Chase (United States of America), Departmental Administrative Officer in the Department of Mass Communication, has been appointed a member of the Bureau of Programme and Budget.

Department of Cultural Activities. Mr. Gert Weber (Germany), Supervisor for Art Education ot the 'Studien Seminar' of Cologne, has been appointed Programme Specialist in Education through Arts and Crafts in the Arts and Letters Division.

Mr. Alexandre Grchich (Austria) has been appointed Assistant Departmental Administrative Officer.

Department of Mass Communication. Mr. Alfredo Picasso-Oyague (Peru) will be transferred to the Free Flow of Information Division as from 1 July next.

Mr. Heinrich Blechner (Austria), editor of the monthly bulletin of the International Press Institute in Zürich, has been appointed a member of the Techniques of Communication Division, as from 1 July.

Documents and Publications Service. Mr. Michel Corbe (Stateless), translator on the United Nations Secretariat, has been transferred to the Russian Translation Section of Unesco.

CO-OPERATION WITH THE UNITED NATIONS AND THE SPECIALIZED AGENCIES

On 20 February, Mr. René Maheu assumed his duties as Unesco Representative to the United Nations, New York.

DOCUMENTATION AND EXCHANGE OF INFORMATION

Education of Youth for International Life

The study of international problems and world affairs is an important aspect of education for international understanding and co-operation. It has a large place in many programmes for out-of-school educational activities (inter-

national relations clubs, seminars and conferences, work camps, youth centres, etc.). In order to promote it, Unesco has assembled various study-kits on international problems. Each kit contains a series of pamphlets and posters bearing on the efforts made by the United Nations and the Specialized Agencies with a view to resolving a given problem.

During 1955, the Department of Education sent 641 of these kits to youth groups in 89 countries and territories.

Improvement of Social Science Terminology

The development of scientific disciplines, whatever their object, presupposes the rational use of a precise and universally accepted terminology. In the field of the social sciences, however, terminology is not yet sufficiently precise to eliminate all confusion and ambiguity. Key words, such as 'class', 'society' and 'structure', to say nothing of 'freedom' and 'democracy', have a great variety of connotations.

In this respect, certain branches of social science seem more advanced than others. This is the case with law, which has the advantage of the vast amount of systematic reflection that men have devoted to it ever since Roman times; it is also true, to some extent, of demography, which is now the subject of important terminological works; and it is, perhaps, the case with certain branches of political economy and cultural anthropology. The other social sciences, except where they are based on mathematical speculations or statistical analysis, still employ terminology that is not above reproach.

The result is that experts in these disciplines spend much of their time and effort in preparing their own particular vocabulary, which sometimes meets a special need but is only rarely valid for the whole of a given discipline. Such a vocabulary, which is mostly descriptive and hardly ever produces a precise and uniform terminology, has numerous disadvantages. Not only does its production consume valuable time which might profitably have been devoted to the study of a definite problem, but the outcome often is that very different terms are used to designate facts or concepts which are in reality closely related; conversely, but no less frequently, the same words are employed to designate different facts.

The difficulties appearing on the national level are even greater on the international level, owing to the absence of recognized concordance between the terms used in the various languages. Everyone who has taken part in international meetings or is obliged by his profession to consult works published in a foreign language recognizes the usefulness of exact translations and regrets the lack of them.

With a view to facilitating the gradual standardization of terminology, Unesco intends to encourage the preparation of a social science dictionary, similar to Lalande's dictionary of philosophy. A meeting of experts on this matter is to be held at the Organization's headquarters from 22 to 25 May next, to consider the problems connected with the arrangement of such a dictionary and with the organizing and financing of the work involved. The undertaking will be lengthy and complex, and several years of preparation will be required. Since last year, a pilot survey has been in progress, carried out with the help of national committees specially established for the purpose; it covers 150 terms relating to the social consequences of technological development. The work already done in 1955 by the committees

set up in Belgium, France, the United Kingdom and the United States of America has been supplemented, since January, by that of the Swiss and German committees. The Unesco Secretariat ensures liaison between the different committees.

CONFERENCES, MEETINGS OF EXPERTS AND SEMINARS

Improvement of the International Exchange of Publications

An expert meeting on the international exchange of publications was held at Unesco House from 6 to 10 February, under the chairmanship of Mr. W. Cox (United Kingdom); it was attended by experts from Belgium, Chile, Denmark, France, the German Federal Republic, India, Iraq, Italy, Poland, the Union of Soviet Socialist Republics, the United Kingdom, the United States of America, and Yugoslavia. Observers were sent by Australia, the International Federation for Documentation, the International Federation of Library Associations and the Organization for European Economic Co-operation.

The experts considered a working paper prepared by Mr. K. Schmidt-Phiseldeck (Denmark), as well as the comments submitted thereon by 27 Member States of Unesco and by various international organizations.

After studying the operation of the Brussels Convention (1886) over the past ten years, and the present position with regard to the exchange of publications, the experts unanimously recommended that such exchanges should be increased, in order to 'strengthen the foundations of international understanding'. They also emphasized the desirability of a new agreement, drawn up under the auspices of Unesco and designed to strengthen and supplement the other arrangements now in force. Such an agreement should take account of the growing number of publications from other than governmental sources.

The General Conference of Unesco will discuss these recommendations at its next session, in New Delhi, in November. It will determine whether a new agreement should or should not be prepared.

First International Conference on Educational Research

Organized jointly by the American Educational Research Association and Unesco, the First International Conference on Educational Research was held in Atlantic City, New Jersey (United States of America), from 13 to 21 February. The Conference, which took place under the chairmanship of Dr. V. Noll, was attended by nine United States experts and 10 experts from the following countries: Australia, Belgium, Brazil, Canada, Chile, France, the German Federal Republic, Japan, the Union of Soviet Socialist Republics, and the United Kingdom.

Educational research is rarely organized on the national level, and on the international level the problems which it raises have only recently been made the subject of exchanges of information and views. The Conference examined the progress already made, as well as the main currents of ideas, in the field of teaching methods. It also considered the training of experts in educational research. After drawing up a list of the problems whose solution partly depends on the establishment of international co-operation, the Conference recommended that Unesco should set up an International Commission on research methods in education.

WORK IN THE FIELD

AID TO MEMBER STATES

The protection of ancient monuments in Indonesia

Professor Paul Coremans, Director of the 'Laboratoire central des musées de Belgique', has gone to Indonesia in order to study certain problems regarding the preservation of ancient monuments, and to advise the competent authorities on the matter.

This visit, which was organized by Unesco at the request of the Indonesian Republic, will last for two months. Its main object is a study of the effects of weathering on the stone materials used in the construction of certain Indonesian monuments, and a search for suitable methods of counteracting those effects. Professor Coremans, who began his mission during the second half of February, has already visited the most important monuments in Jakarta and Djokjarkarta; he has also examined the famous monuments of Borobudur and Bali.

EXPANDED PROGRAMME OF TECHNICAL ASSISTANCE

Unesco's participation in the work of the Andean Mission

Under the direction of the International Labour Organization (ILO), the Andean Mission plans to facilitate the integration into modern civilization of some 7 million Indians living in the Andes region extending from Ecuador to Bolivia. This is one of the most daring enterprises of the United Nations in the field of technical assistance. Unesco is responsible for the whole educational side of the project. The success of the enterprise depends largely on the co-operation of the Specialized Agencies taking part in it. Mr. Jef Rens, Assistant Director of the ILO, therefore organized, in January and February last, a meeting of representatives of these Agencies and international experts, with a view to informing them of the progress of the project and enabling them to assess the results achieved and, in particular, to advise their respective organizations on the part that the latter would be called upon to play in the execution of the programme.

Setting out from Puno, a Peruvian town on Lake Titicaca, this group of experts made a tour of Peru, Bolivia and Ecuador. It visited the Pillapi region of Bolivia, and the country around Oruro and Otavi, south of Potosi. The experts went on to Ecuador after a short stay in La Paz and Lima.

The Andean Mission is giving special assistance to the settlement project for the 'Oriente' area of Bolivia. An attempt is being made to develop the agricultural production of this region. The immense plains stretching from Santa Cruz to the frontier provide all the conditions required for great economic expansion, but everything depends on an increase in the population. Accordingly the Andean Mission is organizing the migration of Indians who, living on the poor soil of the Andes, are desirous of settling in a more fertile area. This transfer of farmers raises numerous problems, which have so far been solved with the help of various bodies that have supplied experts, and adequate equipment. But the migratory process is only just beginning, and it is too early to express an opinion about the results achieved. It can

however be stated that the installation of the first 125 settlers has proceeded very satisfactorily.

Mr. Alfred Métraux, of the Department of Social Sciences, who was sent as the Unesco representative, noted a great desire on the part of the Aymara and Quechua Indians to change their present situation and better their living conditions. The many delegations of natives that greeted the members of the Mission all asked for schools, workshops and medical aid. The good will of the Indians was also reflected in offers of help, and even in gifts of land. Unesco has undertaken to send fundamental education experts to the area, who will take part in the training of rural school-teachers and direct education programmes in each populated centre.

Experts Sent into the Field

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent five experts into the field during the month of February.

Central America. Mr. G. Anzola Gomez (Colombia), who until recently worked in the Fundamental Education Division of Unesco's Department of Education, is taking part in the work of unifying curricula, under the project for the Co-ordination of Educational Activities in Central America.

Honduras. Miss L. Vieira-Mendez (Argentina), former Technical Adviser to the Venezuelan Ministry of Education, has been appointed to introduce new methods of primary school teaching in Honduras. She was assigned to a similar project in Costa Rica in 1952.

Iran. Mr. P. Thomforde (United States of America), a former teacher of vocational agriculture at the Kennett Consolidated School, has been sent to Iran as an expert in agricultural education.

Iraq. Mr. T. Seth (India), former Professor of Biochemistry at the University of Patna and at the Gadjah Mada University in Jakarta, has been appointed to take part in the organization of science teaching in Iraq.

Peru. Mr. M. Köie (Denmark), who has done a considerable amount of research in edaphology in the arid zones of West Asia and Colombia, and was formerly on the staff of the Biological Laboratory at Copenhagen University, has been appointed Adviser in Edaphology to the Arid Zone Institute.

On 29 February 1956, the total number of Unesco experts on technical assistance missions was 175.

Fellowships

Under the same programme, Unesco awarded six fellowships during February. The fellowship-holders are from Brazil, Ecuador, India (2), the Philippines and Thailand. To complete their training, they have proceeded or will proceed to one or more of the following countries: Australia, France, Italy, Mexico, Morocco, New Zealand, Sweden, Union of Soviet Socialist Republics, United Kingdom, and United States of America.

Co-operation with International Non-governmental Organizations

Educational Progress throughout the World

Reports recently submitted to the International Bureau of Education (IBE) by most Ministries of Education give a general picture of education progress throughout the world in 1955. Unesco and the IBE have just published these reports, in accordance with their annual practice.[1]

An analysis of these texts brings out the following points:

1. Administrative services have developed considerably during the past year.
2. Expenditure on education has increased by an average of 10-11 per cent, which is equivalent to the increase recorded in 1953-54.
3. For the first time, one of the reports submitted to the IBE states that, if the present rate of school building can be maintained, it is hoped that the demand for accommodation will be met within two or three years. Generally speaking, however, the shortage persisted in most of the countries covered, and in some of them was more acute at the secondary and vocational level than at the primary level.
4. Enrolments rose at all levels of education. The percentage increase at the secondary level (approximately 8 per cent) was higher than at the primary level (5-6 %).
5. Primary education, formerly much more stable than secondary or vocational education, underwent structural changes in fifteen countries (as compared with two in 1953-54); its curricula and syllabuses were revised in half of the countries, as compared with one-third during the previous year.
6. Secondary education continued to be the growing-point of world educational development, and in consequence was subject to the greatest amount of revision.
7. Technical and vocational education is constantly expanding.
8. Despite a common desire to lighten curricula, new subjects were introduced in most of the countries covered. Increasing emphasis was being placed moreover, in primary and secondary school curricula, on subjects of practical utility.
9. The dearth of primary teachers persisted in many countries; a shortage was also experienced in some cases at the secondary level, especially in regard to mathematics and science teachers. The position again improved, however, as in 1953-54, and more countries were able to regard it with a measure of hope.
10. The education authorities continued to give special attention to teacher training; as in the previous year, measures to improve primary, secondary and vocational teacher training were taken in half, a quarter and a seventh, respectively, of the countries covered. Improvements, moreover, were made in teachers' salary scales in a third of the countries reported upon.

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1. *International Yearbook of Education, 1955.* Unesco/IBE (also in French).

Council for International Organizations of Medical Sciences

The twentieth Executive Committee meeting of the Council for International Organizations of Medical Sciences (CIOMS) was held at Unesco House on 24 and 25 February, under the chairmanship of Professor J. Maisin (Belgium). After deciding to admit the International Union for Health Education of the Public to membership of the Council, the Committee discussed a number of items, including the organization of various symposia in 1956, 1957 and 1958; preparatory work for the seventeenth Congress of the International Society for Surgery, to be held next year in Mexico; travel grants to young scientists attending international congresses; the future presentation of the CIOMS budget.

A small committee of three—Professor A. Cavaillon (France), Professor E. Lundsgaard (Denmark) and Dr. K. Soddy (United Kingdom)—was set up to examine the problems raised by: (a) the admission of new members to the Council; (b) the structure and operation of the Council's administrative organs. Its task is to make recommendations to the Executive Committee at its next meeting in October or November 1956.

Activities of International Social Science Organizations

Organized by the International Association of Legal Science and under the chairmanship of Professor Julliot de la Morandière (France), a symposium on the Legal Aspects of Peaceful Co-operation was held at Unesco House from 17 to 22 February. It was attended by some twenty distinguished jurists from a dozen countries: Bulgaria, Czechoslovakia, France, German Federal Republic, Hungary, Poland, Sweden, Turkey, United Kingdom, United States of America, Union of Soviet Socialist Republics, and Yugoslavia. The International Association of Legal Science itself had two representatives at the symposium, and the United Nations an observer. Discussion was carried on in a spirit of mutual understanding and the experts agreed on a list of studies to be undertaken and on working methods to be adopted.

The International Association of Legal Science is continuing preparations for the International Congress of Comparative Law, to be held in Barcelona next September. The World List of Institutes and Centres of Comparative Law is nearing completion. The Association is also preparing, with Unesco's help, a series of bibliographies relating to law in the Scandinavian, English-speaking and Germanic countries, as well as to Italian and Yugoslav law.

The International Economic Association is proceeding with the work of organizing its first congress, to be held in Rome next September. The International Sociological Association, for its part, is completing preparations for the Third World Congress of Sociology, which will meet in Amsterdam in August.

The Political Science Associations of Spain and the Union of Soviet Socialist Republics have made known their decision to become affiliated with the International Political Science Association.

Lastly, the new International Association of Administrative Sciences devoted two meetings, on 9 and 24 February, to the consideration and discussion of a working document on the advisability of a unified training for international civil servants. The specialists taking part in these meetings studied the present system of training and recruiting these civil servants, together with the requirements of international organizations in this respect.

International Music Council

The Executive Committee of the International Music Council met at Unesco House on 9 and 10 February. It heard the report of its chairman, Sir Steuart Wilson (United Kingdom), who represented the Council at the Regional Music Conference of South-East Asia at Manila last August.[1] The activities of the various national committees, and their co-operation, were also the subject of discussion. The next session of the Council's General Assembly will take place at Unesco House from 2 to 6 October 1956.

It should be mentioned, in conclusion, that the Commission appointed to prepare for the International Conference on the theme of 'Opera and its Dissemination by Radio, Television and Film', to be held from 27 August to 2 September next in Salzburg (Austria), met at Salzburg from 30 January to 1 February. It discussed the organization of the Conference, drew up the latter's programme and selected the themes for discussion.

1. See *Unesco Chronicle*, Vol. I, No. 6, p. 32.

PUBLICATIONS

The Meeting of Cultures in Martinique and Guadeloupe

Unesco, desiring to make a positive contribution to the solution of the racial problem, has during these last few years entrusted various experts with a series of enquiries into the measures which governments, educational or religious authorities, and civic bodies have taken to put an end to racial discrimination and expedite the integration of ethnic groups still remaining on the fringes of communities.

The present position of the social sciences makes it possible, by applying rigorously systematic methods of investigation, to analyse the various factors underlying a given social situation. There are already thousands of monographs and articles on racial tensions and conflicts, and the latters' causes and effects have been dealt with from the most varied angles. Situations, on the other hand, that may be termed 'fortunate'—those where there is little friction, or where conditions are evolving towards a state of harmonious balance—have attracted the notice of investigators less frequently. Unesco therefore in its programme, has paid particular attention to this aspect of racial relations, in the hope that enquiries into the results of assimilation policies, or into measures taken against discrimination, may yield information of practical value.

Work has been carried out in six countries. In the United States, Professor Morroe Berger, of Princeton University, has concentrated on American experience in anti-discriminatory legislation, and particularly on the efforts of the Federal Government, the States, municipalities and private institutions to make employment equally accessible to all.[1] Professor H. J. Walker, of the Sociology Department of Howard University, Washington, has compiled a study, to be published at the end of 1956, of the progress made by the Negroes in the United States during the past 10 years. The policy of the Mexican and Brazilian Governments has formed the subject of two other studies—by Dr. Alfonso Case, Director of the Mexican Instituto Nacional Indigenista, and by Dr. Darcy Ribeiro, of the Brazilian Service for the Protection of Indians. In Germany, the Unesco Social Science Institute has analysed the attitudes of the younger generations towards the various ethnic groups, and has assessed the effects of events and of a new type of education on the notion of human relationships. Under the direction of Professor Milos Radojkovic, of Belgrade University, a group of sociologists has studied the main lines of Yugoslav policy towards national minorities, and the measures

1. Morroe Berger, *Racial Equality and the Law*, Unesco, Paris, 1954.

adopted by the Federal Government to enable each minority to preserve its individuality without the creation of frictions. Lastly, Mr. Michel Leiris, of the Centre national de la recherche scientifique and the Musée de l'Homme in Paris, has investigated the results of France's attempts to integrate the population of its West Indian Departments into the national community. The information he has assembled, and the conclusions he has reached, are embodied in a work, which Unesco has just published, entitled *Contacts de civilisations en Martinique et en Guadeloupe.*[1]

Characteristics of West Indian Society

The French West Indies represent, indeed, one of those instances of 'fortunate' interracial relations that deserve to be better known. It is not enough to express astonishment that the descendants of the slaves freed in 1848 should have become, in the space of three generations, citizens on an equal footing with those of Normandy, Burgundy or Picardy. One must consider the various stages in this transformation and, by studying the present situation scientifically, discover what the nature and extent of this assimilation really are.

'Contrary to what has happened in most other colonial countries', Mr. Leiris emphasizes, 'this is not a case of modern Western culture, introduced by the colonists, being superimposed on an ancient civilization built up by the original inhabitants. Almost from the beginning of West Indian history, there have been two main groups, each consisting of people who have been transplanted—colonists of European origin (bringing with them the Western civilization of their day), and workers imported from Africa to supply the colonists' needs (contributing what they had managed to preserve of their traditions in the total upheaval of social structures and living conditions which slavery represented). These two groups—the privileged and the underprivileged—both had to fit into a new environment and more or less transform their cultures, even before they began to develop together and, albeit rather one-sidedly, to interpenetrate.'

At the present time, 'the situation in the West Indies differs both from that in the French provinces (of which none presents so great a range of races and acquired cultural characteristics) and from that in colonial territories (where, duly rooted in its environment, the mass of the original inhabitants has preserved, at least to a large extent, its culture and its language). To find one's way in a situation where it is impossible either to adhere strictly to the culture of a distant homeland (whose population and conditions of life are far too different), or to resort to an ancient traditional culture which to some degree would be a national one, obviously constitutes a difficult problem.'

Legal equality, even where not automatically conferring all the advantages once attributed to it, is a source of progress, since it is a guarantee both of human dignity and of the possibility for each individual to better his condition within the framework of the law. Whatever crises and temporary setbacks there may have been, French policy towards the coloured inhabitants of the West Indies and the effort made since 1848 to educate them have created a development so satisfactory that it has resulted in Guadeloupe and Martinique being raised to the status of French Departments.

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1. Unesco/Gallimard, Paris (series: *Race et société*). Price: 450 fr., $1.75, 9s.6d.

Through the history of these two Departments, Mr. Leiris traces the evolution of their social structure, and shows how the non-European—or not exclusively European—elements of the population have 'risen to the surface'. The abolition of slavery, the extension of the French cultural heritage to the coloured masses, and the recognition of their full civic rights have led to a degree of integration enabling those masses, today, to make an original contribution to French culture, and have brought about, in most quarters, a considerable diminution of the racial prejudices left over from the old colonial period.

Problems and achievements of the integration policy

The book we are considering would have been suspect had it omitted to mention the obstacles that still exist; and Mr. Leiris describes them openly and objectively. In this highly composite society, classification by class is superimposed on classification by race, although the categories do not completely coincide. The attitude of the Creole Whites towards mixed marriages has scarcely changed since colonial days. Above all, there are antagonisms which are more economic than racial—between employers who are chiefly Whites, and the mass of coloured workers. But here it is essential to guard against hasty generalizations; certain marriages between white and coloured people prove lasting, marriages between persons of French origin and coloured inhabitants are relatively frequent, and many white inhabitants of both sexes now have jobs (e.g. in banks or commercial firms) that bring them into the closest contact with coloured people; and all these factors seem to make for easier relations between the various classes.

Mr. Leiris also emphasizes the importance of the problem raised by professional relationships between the coloured inhabitants and the persons of French origin who are in administrative or private employment in the Islands. 'No one dreams today', he writes, 'of resisting the fact that, as is natural in French Departments, many of the higher posts are occupied by non-natives of the Department having the required qualifications; but in coloured society ... it is feared that this arrangement may become permanent or more marked, coloured inhabitants being relegated for ever, except in rare cases, to subordinate posts. Strictly logically, there is no reason why a native of one of the new Departments should be employed in his own Department rather than in another; and accordingly, to coloured West Indians who wish to see their own people occupying more key posts in Departmental bodies, it is easy to reply—if one adheres to the letter of the law—that in no Department do its native inhabitants enjoy such a privilege, and that numerous West Indians occupy enviable posts both in the territories of the French Union and in France itself. Moreover, it may be argued in favour of the French that they are *a priori* more easily able to keep out of local intrigues and that, in certain fields, they have experience which the native inhabitants cannot at present possess, since the creation of the two Departments is of very recent date.

'It cannot be denied, however,' continues Mr. Leiris, 'that—considering the distance of the two new Departments from France, their special history and the original features of their culture—the desire of many coloured inhabitants to play a greater part in the direction of local affairs, by filling posts themselves in preference to people from France, is really a very normal and natural one. Almost all primary education, with much of secondary educa-

tion, is nowadays imparted by native inhabitants—some of whom, moreover, occupy important posts in the administration. Since they have in this way shown their worth in very varied fields, the whole question becomes, technically, one of professional training and guidance, involving the development of education in all forms, the rational organization of studies, and a system of periods spent in France for the initial or advanced training of certain civil servants and technicians—in order that, within a very short time, Martinique and Guadeloupe may find ready to hand a supply of people qualified in all the required fields. The very persons who, in the French Parliament, supported the Bill setting up the two Departments, declared that the principle of assimilation—that is to say, strict equality of rights—did not exclude the possibility of certain arrangements which the special position of the new Departments might necessitate. From this point of view, therefore, there seems to be no insuperable obstacle to a solution of this kind.'

In Mr. Leiris' opinion, conflicts between white 'factory' executives and coloured manpower consititute the most difficult problem; 'it is hard to see how it could be solved without a profound change in the economic structure of the two Islands. But here we come up against the great social dilemmas facing the whole world today, and it is not for an impartial observer, such as an ethnographer is supposed to be, to embark on this question.'

Such are the author's conclusions. His study was conducted in a broadly humanistic spirit. The picture he paints is not uniformly bright, but a simple comparison of two dates is enough to show the distance that has been covered. In 1848, slavery was abolished, at the instigation of the Frenchman Victor Schoelcher; in 1948, the Law which established the two Departments and had been sponsored in 1945 by the Martiniquan Negro, Aimé Césaire, came into force. 'In no more than a century, therefore, these "African savages" to whom Schoelcher paid tribute have become citizens well enough equipped culturally to stand forward effectively in their own defence.'

BIBLIOGRAPHICAL NOTES

(Further Unesco publications concerning the social sciences, issued between 1 October 1955 and 31 March 1956.)

BOOKS AND DOCUMENTS

International Bibliography of Economics/Bibliographie Internationale de Science Economique. Vol. II: 'Works published in 1953.' Bilingual. Unesco, Paris, 384 pp. (Series: *Documentation in the Social Sciences/Documentation dans les Sciences Sociales*). Price: 2,000 fr.; $7.50; £2.2s.

This bibliography was prepared by the 'Fondation nationale des sciences politiques' (Paris), with the assistance of the International Economic Association and the International Committee for Social Sciences Documentation. Volume II contains more than six thousand titles of publications—books and articles published in some six hundred and fifty specialized periodicals—listed under the following headings: methods, general and basic works, history of economic thought, economic history, economic activity, organization of production, production (goods and services), prices and markets, money and finance, income and income distribution, demand (use of income), social economics and policy, public economy, international economics.

International Bibliography of Political Science/Bibliographie Internationale de Science Politique. Vol. III: 'Works published in 1954.' Bilingual. Unesco, Paris, 266 pp. (Series: *Documentation in the Social Sciences/Documentation dans les Sciences Sociales*). Price: 1,200 fr.; $4.50; £1.4s.6d.

This bibliography was prepared by the International Political Science Association, in co-operation with the International Committee for Social Sciences Documentation. The present volume contains nearly four thousand titles of publications—books and articles published in some nine hundred periodicals—listed under the following headings: political science, political theory, government and public administration, governmental process, international relations, area studies.

Research Councils in the Social Sciences (Series: *Reports and Papers in the Social Sciences*, No. 3, 1955). Unesco, Paris, 54 pp. Price: 150 fr.; $0.50; 3s. (Also in French.)

This publication contains all the information available to Unesco on the organization, aims and activities of national research councils partly or wholly active in the social sciences in the following 13 countries: Australia, Belgium, Canada, France, German Federal Republic, Japan, Norway, Philippines, Sweden, Switzerland, Union of South Africa, United Kingdom, United States of America. Each country organizes its research council on different lines, according to the structure of its educational system and the degree of evolution of the social sciences on the national plane. In providing comparative data Unesco hopes to facilitate the establishment of new institutions of this kind.

The Social Sciences in Secondary Schools (Series: *Reports and Papers in the Social Sciences*, No. 4, 1955). Unesco, Paris, 60 pp. Price: 100 fr.; $0.40; 2s. (Also in French.)

On behalf of Unesco, and with the assistance of the competent national and international bodies, the International Federation of Secondary Teachers undertook a survey in eight countries (Egypt, France, India, Mexico, Sweden, United Kingdom, United States of America, and Yugoslavia) on the social science teaching explicitly or implicitly contained in secondary school programmes. The Federation's report, which is the subject of the present publication, constitutes a basis for the discussion of present trends and the reforms envisaged in this field.

The Positive Contribution by Immigrants (Series: *Population and Culture*). Unesco, Paris, 199 pp. Price: 600 fr.; $2.25; 12s.6d. (Also in Spanish.)

In 1953, Unesco requested the International Sociological Association and the International Economic Association to carry out a survey on the positive contribution made by immigrants to the social, cultural and economic life of the countries receiving them. The survey covered, in the main, five countries—Argentina, Australia, Brazil, the United Kingdom and the United States of America—where national rapporteurs were instructed to collect the necessary information. The present Unesco publication contains the two general reports prepared on the basis of this information. Professor Oscar Handlin, of Harvard University, deals with the social and cultural aspects of the question; and Professor Brinley Thomas, of University College, Cardiff, examines the economic aspects.

Current Sociology/La Sociologie Contemporaine. Quarterly. Bilingual. Unesco, Paris. Annual Subscription: 900 fr.; $3.50; 18s.6d. Each number: 300 fr.; $1.00; 6s.

Vol. IV, 1955, Nos. 2-3: *International Bibliography of Sociology/Bibliographie Internationale de Sociologie* (works published in 1954, together with certain publications of previous years). 241 pages. This bibliography was prepared by the International Sociological Association, with the assistance of the International Committee for Social Sciences Documentation. It comprises, for 1954, nearly four thousand titles of publications—books and articles published in some nine hundred periodicals—listed under the following headings: history and organization of social studies, theories and methods of sociology, social structure, social control and communications, social change, social problems and social policy.

International Social Science Bulletin. Quarterly. Unesco, Paris. Yearly subscription: 1,000 fr.; $3.50; £1.1s. Single issue: 300 fr.; $1.00; 6s. (Also in French.)

Vol. VII, No. 3, 1955: *Evaluation Techniques.* In co-operation with the International Social Science Council, Unesco effected a study of the evaluation techniques and methods so far applied to programmes of international co-operation. The object of this study was to show, in particular, the influence of communication media on international relations, as well as the effects of fundamental and adult education programmes, international exchanges of persons, and programmes of action for promoting technical and economic progress. These are the topics of the articles which experts were asked to write, and abridged versions of them constitute the most important part of the present issue.

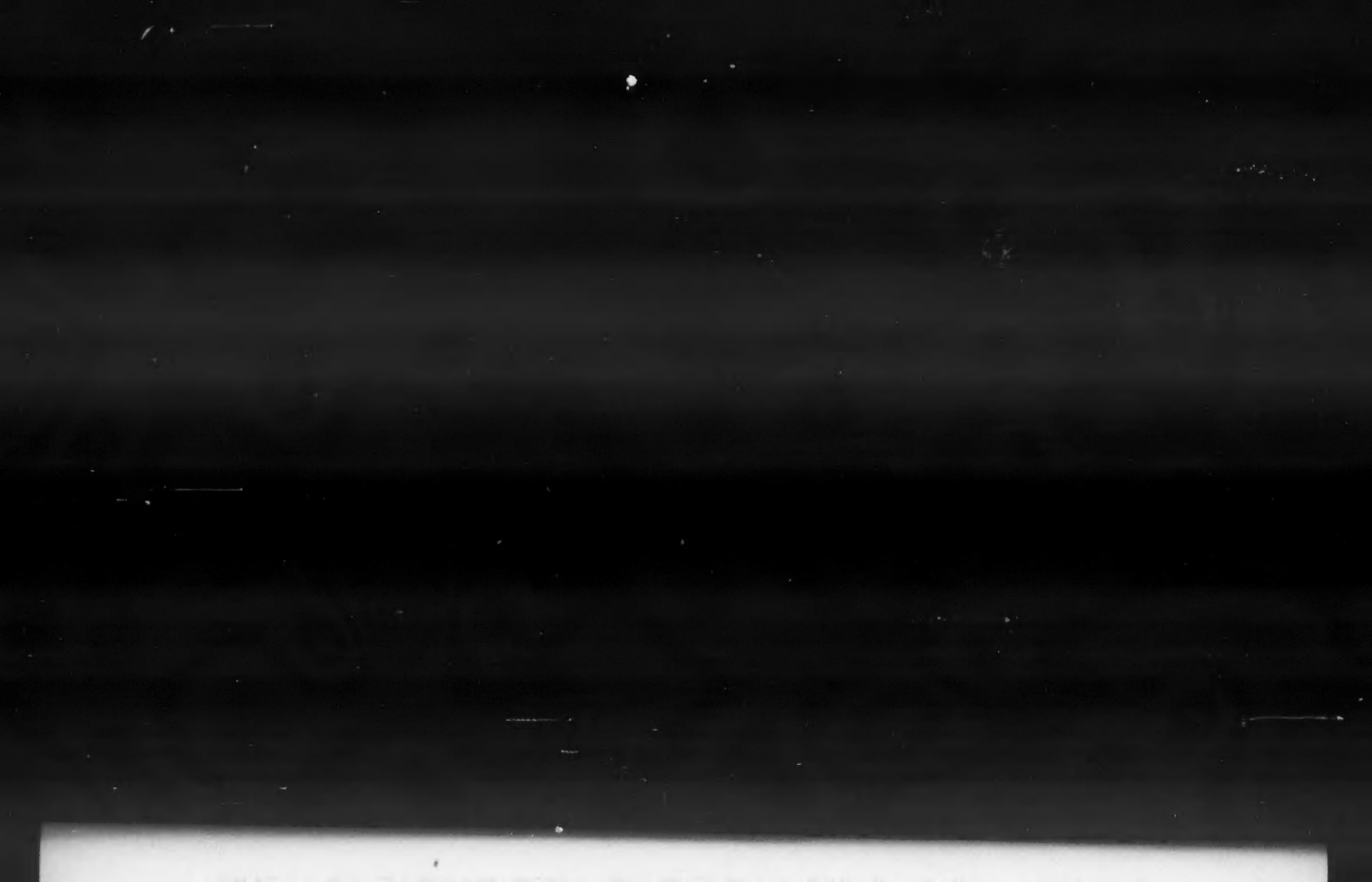
Vol. VII, No. 4, 1955: *Comparative Cross-National Research.* A full understanding of the influence of the environment on human behaviour necessarily implies the study of the latter in a variety of social settings; but, in order to serve their purpose, the data obtained have to be comparable. Only comparative studies conducted in different social settings can help us to establish a fundamental and unitary theory of human behaviour. Cross-national comparative research—i.e. the study of human behaviour in the national setting—is of vital importance in the present state of the world, where so many urgent problems in mutual understanding and international co-operation arise. Accordingly, it was deemed useful to devote an issue of the *Bulletin* to this kind of research. The table of contents includes, in particular: 'Comparative research in social science with special reference to attitude research', by H. C. J. Duijker; 'Sociometric methodology and valid cross-national research', by R. Bogusław; 'Party preferences and opinion patterns in Western Europe', by S. Rokkan; 'A contribution to the international study of social structures: space and time', by L. Bernot; 'Theory and methods in comparative public administration', by H. Walker; and 'International comparisons in economics', by C. Clark. There is also an important bibliography giving a selection of references for certain major lines of study.

PROVISIONAL TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS
May, June and July 1956

Meetings of international non-governmental organizations subsidized by Unesco, and held at Unesco House, are marked by an asterisk(*).

Date		*Place*
MAY		
30 April-5 May	International Music Council (CIM) Meeting of representatives of broadcasting organizations to establish the 1956-57 programme of the International Rostrum of Composers	UNESCO
2-12	Meeting of experts on the treatment of Asian culture in Western textbooks and teaching materials	UNESCO
4-19	Meeting of government experts on international principles governing archaeological excavations	PALERMO (SICILY)
7-12*	Tenth Meeting of the Bureau, and Second Meeting of Author-Editors of the International Commission for a History of the Scientific and Cultural Development of Mankind (SCHM)	UNESCO
9-22	Regional Seminar on primary school curricula in Latin America (convened by the Government of Peru)	LIMA
14-19*	Working Group on statistics of higher education and graduate employment in European countries (convened by the Conference of European Statisticians, under the auspices of Unesco)	UNESCO
14-29	Regional Seminar on primary school curricula in South Asia (convened by the Pakistan Government and subsidized by Unesco)	KARACHI
16*	Co-ordination Committee for International Voluntary Work Camps	UNESCO
22-24	Expert meeting on social science terminology	UNESCO
24-25	Meeting of the Headquarters Committee	UNESCO
24-26	Meeting of the Bureau of the International Advisory Committee on Bibliography	UNESCO
28 May-2 June	Meeting of experts to study causes of failure in school	HAMBURG (Unesco Institute for Education)
29 May-1 June	Meeting of senior producers from third or higher level radio services	UNESCO
29 May-2 June	Regional Conference of representatives of European National Commissions	AIX-EN-PROVENCE
JUNE		
Beginning of June	Regional meeting of experts on the production of reading material for new literates	Probably LAHORE (PAKISTAN)
5-8	Fifth Conference of Non-Governmental Organizations approved for consultative arrangements with Unesco	UNESCO
6-17	Regional Seminar on adult education in art (convened by the Swedish National Commission for Unesco)	IDEROD, YSTAD (SWEDEN)

Date		*Place*
11-12	Meeting of representatives of international organizations for libraries, documentation and archives	UNESCO
11-13	Meeting of experts on the scientific and theoretical aspects of evaluation	MONTREAL
11-16	Intergovernmental Copyright Committee	UNESCO
13*	Co-ordination Committee for International Voluntary Work Camps	UNESCO
13-20	Meeting of experts for the establishment of an International Centre of Educational, Scientific and Cultural Films for Television	UNESCO
15-19	Symposium on computing methods	Probably ROME
18 June-2 July	Meeting of Technical Assistance experts on fundamental education	UNESCO
28-29*	Meeting of the Bureau of the International Council for Philosophy and Humanistic Studies	UNESCO
Date not fixed	Meeting on science teaching in Central America (secondary schools) (convened by the Latin America Science Co-operation Office)	CENTRAL AMERICA
JULY		
2-5	Symposium on topology (convened by the Latin America Science Co-operation Office)	MEXICO CITY
2-5	International Association of Plastic Arts—Executive Committee	UNESCO
2-9	Meeting of experts on peaceful co-operation between nations	Probably ROME
6	Meeting of the committee of experts in charge of the preparation of the 1956 travelling sciences exhibition	UNESCO
9-17	Nineteenth International Conference on Public Education (convened jointly by Unesco and the IBE)	GENEVA
11-31 (tentative)	Executive Board, forty-fourth session	UNESCO
15-21	Regional Seminar on adult education in art (convened by the German Commission for Unesco)	HALTERN-AM-SEE, RUHR (GERMANY)



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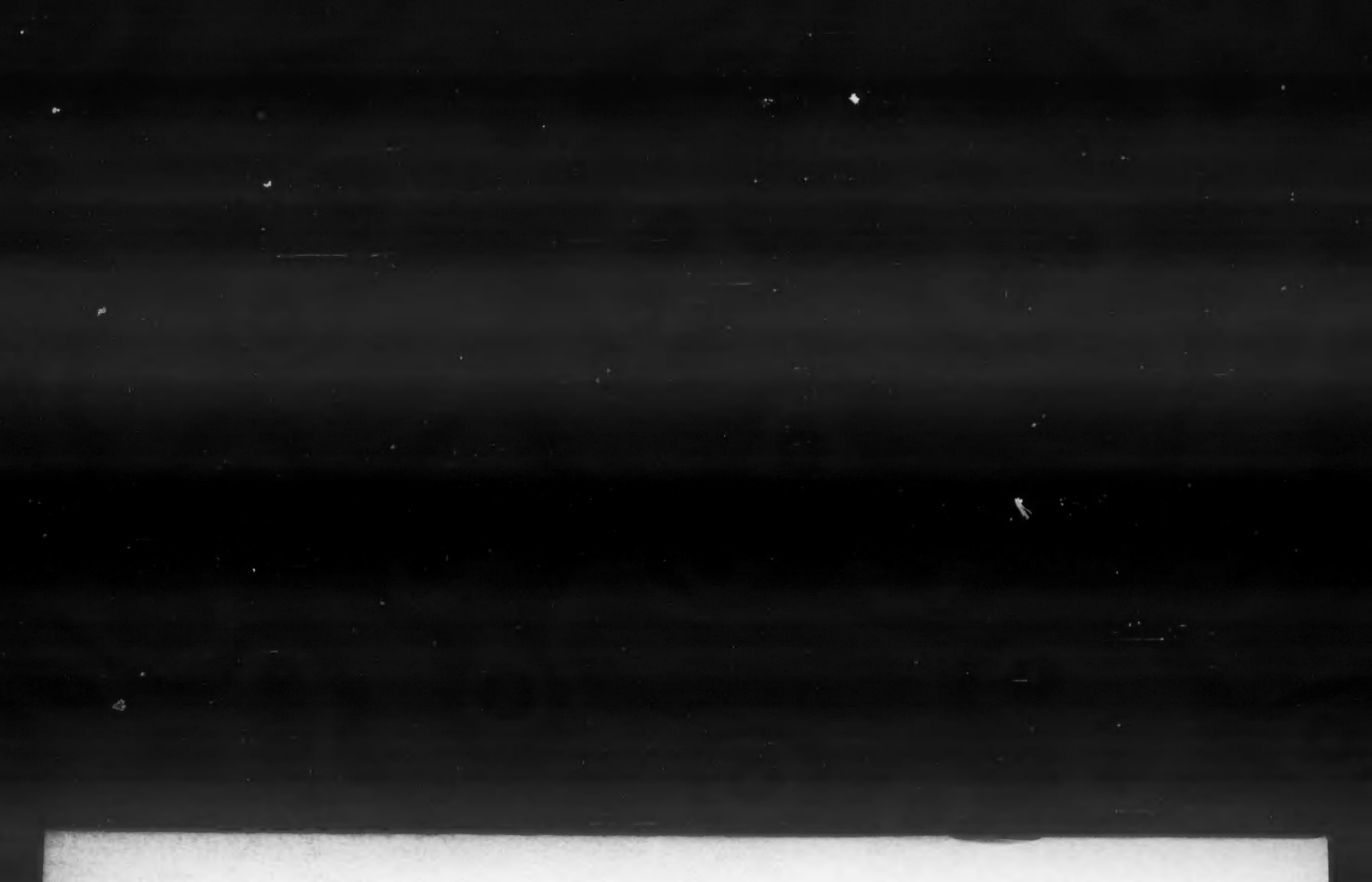
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